
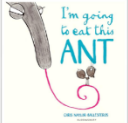
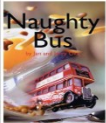


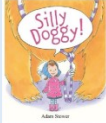

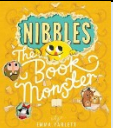


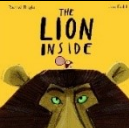

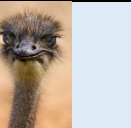

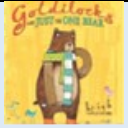


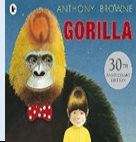



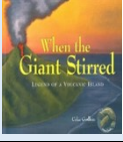





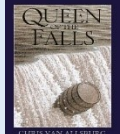

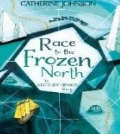




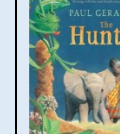
# Longsight Community Primary School

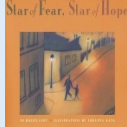
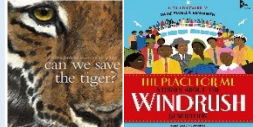


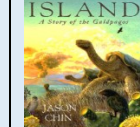

## Literacy Long Term Plan

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>				 		
	<p>Give meaning to marks as they draw, write and paint</p> <p>Hear and say the initial sound in words</p> <p>Segment the sounds in simple words and blend them together</p> <p>Link sounds to letters</p> <p>Use some clearly identifiable letters to communicate meaning</p> <p>Write labels</p>	<p>Begin to break speech down into words</p> <p>Hear and say the initial sound in words and some subsequent sounds</p> <p>Segment the sounds in simple words and blend them together</p> <p>Link sounds to letters</p> <p>Write labels and captions</p> <p>Write CVC words</p>	<p>Begin to break the flow of speech into words</p> <p>Write labels and captions</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words in ways which match their spoken sound</p> <p>Spell some irregular common words</p> <p>Write CVC words</p>	<p>Attempt to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Apply taught digraphs into writing</p> <p>Two-channelled attention – can listen and do for short span</p> <p>Able to follow a story without pictures or props</p> <p>Listen attentively in a range of situations</p> <p>Give their attention to what others say and respond appropriately, while engaged in other activities</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories</p>	<p>Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Spell some common irregular words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Apply taught digraphs and trigraphs into writing</p> <p>Write words with adjacent consonants</p>	<p>Write simple sentences which can be read by themselves and others (applying taught phonic sounds)</p> <p>Spell some common irregular words</p> <p>Write phonetically plausible words</p> <p>Use features of narrative in own writing (EXC)</p> <p>Have an awareness of a capital letter and full stop when writing a sentence</p>
<b>Year 1</b>		 		 		
<b>Objectives</b>	<p>Join words using and</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Use capital letters for names of people</p> <p>sequence sentences to form short narratives</p>	<p>Combine words to make sentences</p> <p>Leave spaces between words</p> <p>Begin to use capital letters and full stops</p> <p>Use capital letters for names and I</p>	<p>Write letters</p> <p>Spell words by identifying sounds</p> <p>Compose sentences orally</p> <p>Use finger spaces</p> <p>Use capital letters and full stops</p> <p>Use 'and'</p>	<p>Use 'and'</p> <p>Compose sentences orally</p> <p>Use capital letters, full stops, question marks or exclamation marks</p> <p>Add suffixes -er, -est, -ed, -ing</p> <p>Play with words e.g. onomatopoeia, rhyme</p> <p>Describe using the senses</p>	<p>Change the meaning of verbs and adjectives by adding prefix -un</p> <p>Use capital letters, full stops, question marks or exclamation marks</p> <p>Add suffixes -er, -est, -ed, -ing</p>	<p>Use 'and'</p> <p>Use simple description</p> <p>Form short narratives</p> <p>Use capital letters for names/ days of the week</p> <p>Use capital letters, full stops, question marks and exclamation marks</p>

Year 2						
Objectives	<p>Plan or say out loud what they are going to write about</p> <p>Use capital letters and full stops correctly</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use subordination (because) and coordination (and)</p>	<p>Use co-ordination (but/or)</p> <p>Add -ly to turn adjectives into adverbs</p> <p>Write for different purposes</p> <p>☑Use commas to separate items in a list</p> <p>☑Use full stops and capital letters correctly</p> <p>☑Use expanded noun phrases to specify</p>	<p>Write sentences with different forms: statement, question, exclamation and command</p> <p>Use subordination (apply because and introduce when)</p> <p>Use present and past tenses correctly and consistently</p> <p>Read aloud with intonation</p> <p>Use exclamation and question marks correctly</p>	<p>Use the progressive forms of verbs in present and past tense</p> <p>Use subordination (apply because, when and introduce that)</p> <p>Use punctuation correctly</p> <p>Introduce apostrophes for the possessive singular</p> <p>Experiment with words, alliteration</p> <p>Use structured language patterns, including repeating phrases</p>	<p>Use subordination (if, that)</p> <p>Add -er and -est to adjectives</p> <p>Use homophones and near homophones</p> <p>Use punctuation correctly – apostrophes for contracted forms</p>	<p>Use present and past tenses correctly</p> <p>Use subordination and coordination</p> <p>Use expanded noun phrases to describe and specify</p> <p>Add suffixes –ment and –ful to longer words</p>
Year 3						
Objectives	<p>Group related ideas into paragraphs</p> <p>Build a varied and rich vocabulary</p> <p>Use prepositions to express time, place and cause</p> <p>Introduce inverted commas to punctuate direct speech</p>	<p>Use conjunctions and adverbs to express, time, place and cause</p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p> <p>In narratives, create characters, settings and plot</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Group related ideas into paragraphs</p> <p>Build a varied and rich vocabulary</p> <p>Use prepositions to express time, place and cause</p> <p>Introduce inverted commas to punctuate direct speech (one session)</p>	<p>Form nouns with a range of prefixes</p> <p>Use present and past tenses correctly and consistently including progressive and present perfect forms</p> <p>Build a varied and rich vocabulary</p> <p>Use inverted commas to punctuate direct speech</p> <p>Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole</p> <p>Create repeating patterns</p>	<p>Use adverbs to express time, place and cause.</p> <p>Build an increasing range of sentence structures.</p> <p>Use headings and sub-headings to aid presentation.</p> <p>Assess the effectiveness of own and others' writing.</p>	<p>Build an increasing range of sentence structures.</p> <p>In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation.</p> <p>Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)</p>

Year 4		 		 		
<b>Objectives</b>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use fronted adverbials. Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures). Use commas after fronted adverbials.</p>	<p>Use verb inflections. Use a wider range of conjunctions including when, if, because, although. Indicate possession by using the possessive apostrophe with plural nouns. Recognise the difference between plural and possessive 's'. Build a varied and rich vocabulary. Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Use commas after fronted adverbials Use paragraphs to organise information and ideas around a theme Choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition</p>	<p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. Use Standard English for verb inflections. Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs). Use and punctuate direct speech (using dialogue to show the relationship between characters).</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use and punctuate direct speech. Use commas after fronted adverbials Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole Create own repeating patterns and experiment with simple form</p>	<p>Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Use paragraphs to organise information and ideas Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular Recognise the grammatical difference between plural and possessives</p>	<p>Build a rich and varied vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use paragraphs to organise information and ideas around a theme</p>

Year 5		 		 		
Objectives	<p>Identify the audience for and purpose of writing Organise paragraphs around a theme with a focus on more complex narrative structures Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Use expanded noun phrases to convey complicated information concisely. Describe settings, characters and atmosphere. Integrate dialogue to convey character and advance action Use of inverted commas to punctuate direct speech Identify the audience for purpose of writing. Organise paragraphs around a theme with a focus on more complex narrative structures. Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Link ideas across paragraphs using adverbials Use commas to clarify meaning and avoid ambiguity in writing</p>	<p>Variety of verb forms used correctly and consistently. Use commas to clarify meaning or avoid ambiguity in writing. Link ideas across paragraphs using adverbials and tense choices Use brackets, dashes or commas to indicate parenthesis. Experiment with metaphor to make effective comparisons Experiment with a range of poetry forms</p>	<p>Use modal verbs to indicate degrees of possibility. Use devices to build cohesion within a paragraph. Use devices to build cohesion within a paragraph. Choose the appropriate register Use brackets, dashes, or commas to indicate parenthesis (recap) Enhance meaning through selecting appropriate grammar and vocabulary</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Adverbs to indicate degrees of possibility. Link ideas using tense choices. Use a wider range of devices to build cohesion across paragraphs</p>

<p><b>Year 6</b></p>						
<p><b>Objectives</b></p>	<p>Use expanded noun phrases to convey complicated information concisely (recap from Y5)          Use passive verbs          Link ideas across paragraphs using a wider range of cohesive devices ☐          Integrate dialogue to convey character and advance the action          GD: Use a colon to introduce a list          GD: Punctuate bullet points consistently</p>	<p>Enhance meaning through selecting appropriate grammar and vocabulary Use modal verbs and adverbs to indicate degrees of possibility Use brackets, dashes or commas to indicate parenthesis          Enhance meaning through selecting appropriate grammar and vocabulary Use modal verbs and adverbs to indicate degrees of possibility Use brackets, dashes and commas to indicate parenthesis</p>	<p>Distinguish between the language of speech and writing Recognise vocabulary and structures for formal speech and writing, including subjunctive formse Use passive verbs Use semi-colons to mark boundaries between independent clauses</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)          Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation ☐ Use a colon to introduce a list and use semi-colons within lists Use hyphens to avoid ambiguity          Make effective language choices, drawing on a range of descriptive techniques          Make authorial choices, selecting from a range of forms, to suit the purpose</p>	<p>Use passive verbs          Variety of verb forms used correctly and consistently including the progressive and the present perfect forms          Use a wide range of devices to build cohesion          Use organisational and presentation a devices to structure text Use colons to mark boundaries between independent clauses</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Identify the audience and purpose for writing Choose the appropriate register          Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>